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ABSTRACT

A total of 10 teacher-coordinators and 10 persons representing business and industrial firms participated in a project designed to provide inservice vocational personnel development and to serve persons in cooperative vocational education including those persons with special needs. The project designs called for: (1) 90 hours of instruction by representatives of the business/industrial firms in K-12 programs, vocational institutes, or community colleges, (2) 90 hours of participation by the teacher-coordinators in the activities of the sponsoring exchange business/industrial firms, (3) a cooperative instruction class for 25 students, and (4) a 1-week planning session prior to implementing the program and a 3-day evaluation post-session provided by a teacher-training institution. Some project accomplishments were: (1) The business and industrial firms became more aware of the need of serving education and vocational students; (2) 90 hours of special instruction were provided to more than 100 persons involved in cooperative education; (3) An overall awareness for serving persons with special needs resulted in the 10 centers; and (4) The vocational teaching personnel improved their understanding and appreciation of occupations by being able to gain direct experience in a business or industrial firm. Evaluations of the performance objectives and experiences of the 10 exchange teachers and business representatives are included in the description of the project. (SB)

ED 069089

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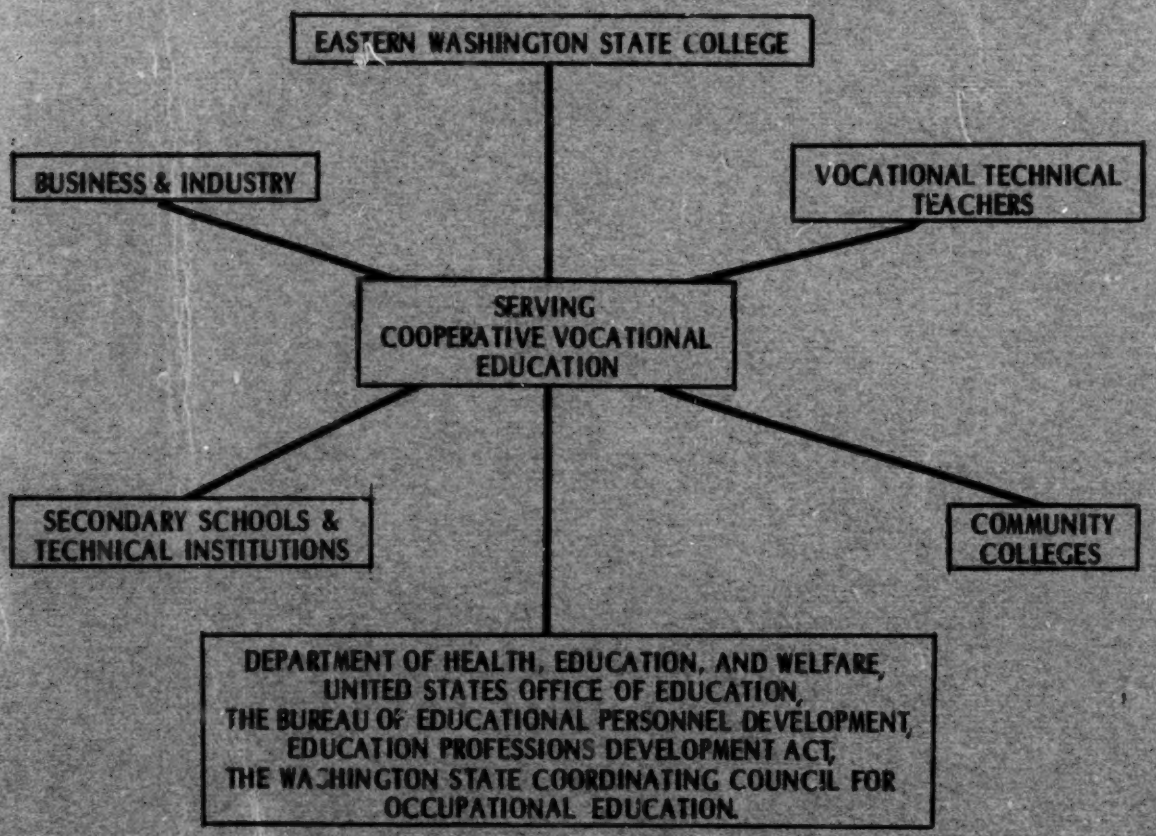
the Professional Internship Exchange Program in Vocational Education


EASTERN WASHINGTON STATE COLLEGE
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DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, UNITED STATES OFFICE OF EDUCATION, THE BUREAU OF EDUCATIONAL PERSONNEL DEVELOPMENT, EDUCATION PROFESSIONS DEVELOPMENT ACT, THE WASHINGTON STATE COORDINATING COUNCIL FOR OCCUPATIONAL EDUCATION.

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1971 - 1972

PREFACE

The Professional Internship Exchange Program in Vocational Education was a joint project by Eastern Washington State College; Washington State Coordinating Council for Occupational Education; Department of Health, Education and Welfare, United States Office of Education, Bureau of Educational Personnel Development; community colleges; school districts; business; industry and other agencies. It was designed to provide in-service vocational personnel development and to serve persons in cooperative vocational education including those persons with special needs.

Particular consideration is directed to Mr. Ernie Kramer and Mr. Arthur Binnie, State Directors for Occupational Education, and Mr. Archie Breslin, Director of Professional Services in the State of Washington, for their leadership and inspiration. The various community colleges and school districts are to be congratulated for their efforts in fulfilling a vocational need. Business and industrial firms are to be commended for their excellent participation in the project. And a special thanks is directed t the various authors of materials used in the in-service teacher education phase o: the project.

Bill D. Syhlman
Project Director

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THE PROFESSIONAL INTERNSHIP EXCHANGE PROGRAM IN COOPERATIVE VOCATIONAL EDUCATION

Introduction

The intent of this project was developed in order that vocational education might more effectively recruit and prepare educational personnel to meet the explicit needs of youth and adults for the world of work. Through the professional internship exchange program, teacher-coordinators and business/industrial representatives might better understand and appreciate the complex nature of work and education. Teacher-coordinators need to be kept abreast with job changes, task analysis and those areas of occupations which will provide employment for the future.

This project is a continuation of the 1971 Exchange Program consisting of ten different geographical locations in the State of Washington. Ten new centers were established under this project. The project was initiated during the summer of 1972.

Justification

Statement of Needs for Exchange Between Business/Industry and Vocational Education.

It is apparent that vocational teacher-coordinators of cooperative programs need to be updated in their understanding and appreciation of the changing job requirements in today's labor market. Through discussions with leaders in vocational education, vocational teachers, industrial leaders and business management, it was determined that the need for conducting exchange internship programs is essential. The feedback from the present ten centers is also evidence of this need. The participants have all exhibited extreme favor and enthusiasm for the program.

Teachers are anxious to become involved in the project and business/industry is most willing to cooperate in fulfilling this need. The Washington State Coordinating Council for Occupational Education and Eastern Washington State College are much in favor of having teacher-coordinators involved in meeting professional development needs. It is also essential that we meet the needs of youth and adults (including those with special needs). Their need to become employable and to be economically independent is the responsibility of vocational education. The following major needs were met through this project:

1. All vocational teachers need to have actual experience in business/industry in order to make their particular discipline more relevant to students. The need for teacher-coordinators to understand the many ramifications of today's complex business and industrial world enabled them to go back to their individual situations and produce creative programs in their schools.

2. Students' needs were more effectively met because the teacher-coordinator knew more precisely what cognitive, affective, and sensory objectives need to be accomplished.

3. Business and industry became more aware of vocational education needs by participation in the project and in return vocational education became more cognizant of business/industrial needs.

4. Vocational cooperative students, including students with special needs, benefited from this program by having a business or industrial leader in their instructional program. These leaders team-taught the cooperative related instruction with the teacher-coordinator. Vocational education needs to acquire greater assistance from business and industry. This program filled that much needed gap, and it also enhanced the opportunity for gainful employment for cooperative education students.

5. The need for greater participation between business/industry and teacher-training institutions resulted in a more effective teacher education in vocational education.

6. State Vocational Divisions need to become more involved with business, industry, and teacher-training institutions. This project created greater continuity in teacher-training and the accomplishment of vocational-teacher education objectives.

It was of particular significance that the needs of today's vocational teachers and pupils were met through complete involvement. Business, industry and vocational education cooperated together in making the project relevant and meaningful accomplishment. Greater participation between higher education, the State Vocational Coordinating Unit, community colleges, vocational-technical institutes, and local school districts was essential. This project is one that should be conducted on a continuing basis and it is anticipated that in the forthcoming years the total involvement concept between the various agencies, business and industry would be met. This concept has been most encouraging in phase one - 1970; phase two of this project (1971) was a step in the right direction in meeting this urgent need in vocational education.

Performance Objectives for the Professional Internship Exchange Program.

In order to insure that the project meets the needs of cooperative vocational teacher-coordinators, cooperative education students, youth with special needs, business/industry, teacher education and the Washington State Coordinating Council for Occupational Education, it was essential that objectives be formulated to carry out the purposes of the project. It was necessary that evaluation of objective accomplishments be conducted and that continued follow-up be carried on upon completion of phase one. The following performance objectives were the central focusing points of the project:

1. To provide 10 teacher-coordinators with professional experience in a related business or industrial firm pertaining to their vocational instructional area so that they will maintain an understanding and appreciation of the changing world of work. Through this experience they would return to their individual situations to provide leadership in creating innovative cooperative programs to meet the needs of all youth needing and wanting vocational education.

2. To ascertain 10 business/industrial exchange teachers who will provide related instruction to cooperative vocational students and to youths with special needs. These students would include minority and disadvantaged groups.

3. To obtain the services of business, industry, public and private organizations and other agencies in order that vocational education may be carried on in a more effective environment. Meeting the needs of vocational students through this process will improve the opportunity for gainful employment.

4. To establish greater participation and cooperation between teacher-education and the State Coordinating Council.

5. To provide a pre-session and post-session for both the participating teacher-coordinators and business/industrial exchange teaching representatives. To provide the opportunity for involvement between the participants in carrying out the project objectives so that the needs will be met and the professional improvement needs of teacher-coordinators be accomplished.

6. To provide 10 business and industrial firms with the opportunity to become more cognizant of their role in meeting the needs of today's youth in a complex socio-economic society, and to promote this concept on a continuing basis. Public agencies would also be included in this concept.

Intra and Inter-Institutional/Agency Cooperation and the Relationship to Other Federal Programs Including EPDA Specifically.

The participating institutions in this project are significant and relevant to the success of the objectives to be accomplished. Involvement on the parts of higher education, the State Council for Occupational Education, business/industry, community colleges, vocational institutions and school districts makes this program a total venture into the essentials of occupational achievement for vocational students. Institutions involved in this project are as enumerated:

1. Eastern Washington State College: This institution has offered vocational education since 1966. Since it is a relatively new program to the field of vocational education, its philosophy is favorable towards new ventures in developing innovative programs. EWSC offers B.A., M.A., M.Ed., and M.S. degrees in various fields. The contribution it makes to the program includes certain clerical and secretarial services, equipment and duplication services and specific consulting aids which are offered on behalf of the State of Washington.

2. Business and industry: These institutions would provide experience for teacher-coordinators which is invaluable. They also provide the following income to the program: 10 teacher-coordinators at $3,250.00.

3. Community Colleges: These institutions provided facilities and equipment for program involvement.

4. Secondary school districts: The secondary schools provided facilities and equipment which facilitated the goals of the project.

5. There were certain private agencies and organizations contributing to the project.

6. The Washington State Coordinating Council provided personnel in the accomplishment of the program objectives.

Formal Program

Project Design for Accomplishing Objectives

The accomplishment of project objectives in meeting the established needs were developed under the following plan:

1. Ten teacher-coordinators participated in the project along with 10 business and industrial firms. The selection of teacher-coordinators included personnel from the following areas: agriculture, office education, distributive education, trade and industrial education, home economics, diversified occupations, health education and public services. The project attempted to represent all vocational services plus other interested areas of instruction pertaining to vocational education.

2. Ten selected business and industrial firms participated in the exchange program and these firms were selected on a classification basis according to the various services including: manufacturing, agriculture, wholesale, retail, health and governmental services. Placement of cooperative vocational students was in the past-mentioned business and service institutions.

3. The 10 firms provided one person in exchange for one cooperative teacher-coordinator. These persons team-taught the related classroom instruction. This class operated for 90 hours of instruction and was conducted on an individual flexible basis. These programs were established in either K-12 programs, vocational institutes, or community colleges. Representation from each was the goal.

4. The exchange teacher-coordinators participated for 90 hours in the sponsoring exchange business/industrial firm. They spent specific amounts of time in the firm on a flexible scheduled basis and were provided opportunities to become involved in various operations of the firm.

5. The cooperative instructional related class provided learning experiences which were designed to enhance gainful employment. Every effort was made to place these students in an occupation for which they have a career interest and one in which they may succeed at their own particular competency levels. This class was limited to not more than 25 students.

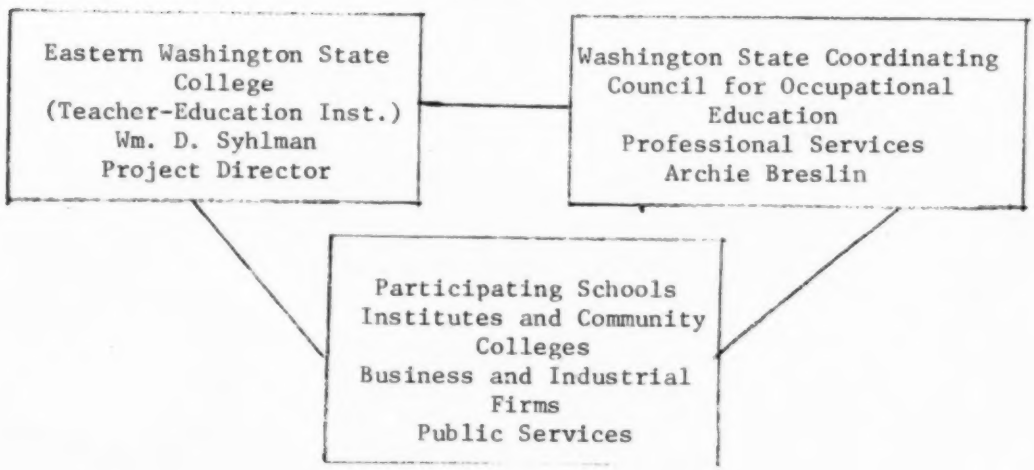
6. The teacher-training institution provided a one-week pre-session and a three-day evaluation post-session.

7. Participation between the teacher-training institution and the Washington State Coordinating Council, Professional Services Division provided for greater coordination.

The following model delineates a working and functional process in meeting the needs of the project:

PROFESSIONAL INTERNSHIP EXCHANGE PROGRAM

Project Design



It was essential that in the design complete cooperation and involvement between Eastern Washington State College, the Washington State Coordinating Council, school districts, business, industry, public services and other agencies be encouraged.

The pre-session Workshop. This workshop was conducted by the project director. The major objective of the workshop was to establish the objectives of the ten individual centers. Exchange teacher-coordinators and business/

industrial representatives prepared a program of work for initiating the individual centers. There are three major phases to the program:

Phase One: The Pre-session of Planning Institute

Phase Two: Implementation of Individual Centers

Phase Three: Program Review and Evaluation Follow-up

Micro-teaching devices were utilized throughout the Planning Institute and the following outline provided for the implementation of the Pre-session:

Professional Internship Exchange Program
in Cooperative Vocational Education

Phase One: Planning Institute

I. Introduction and Registration of Participants

II. Micro-Simulated Decision Making Program

A. Utilization of Video Tape

B. Explanation of Problem Solving Process

C. Utilization of Telephone Communication System

III. Teaching People with Special Needs

A. Disadvantaged students
1. Classification and identification
2. Behavioral patterns
3. Methods of teaching
4. Business/industrial involvement

IV. Micro-Simulate Problem Solving

A. Call in critical problems on communications system to individual groups

B. Video Tape and Results of Decisions

C. Play back and analyze

V. The Employment of Youth with Special Needs

A. Gaining support from business and industry

B. Working with labor unions

C. Working with other agencies, such as State Department of Employment Security, etc.

D. Group problem solving, video tape results and analyze

VI. Determining Related Course Content

A. What do we teach? What methods do we employ?

B. Micro-Simulated Decision Making

VII. Coordination of Cooperative Work Training

A. Advisory Committees

B. Training Plans

C. Student Evaluation

D. Recruitment of Training Stations

E. Selection of students

F. Micro-Simulated Decision Making concerning pertinent problems, video tape and analyze decision results

VIII. Program Planning and Evaluation

A. Establishing center goals and objectives

B. Implementation of individual programs

C. Evaluation of Program results
   1. Student placement
   2. Meeting the needs of youth with special needs
   3. Student retention rate
   4. Cost effectiveness
   5. Benefits to teacher-coordinators and business/industrial leaders

Micro-Simulated Decision Making.

The purpose of using this approach throughout the workshop was to insure involvement on the part of all participants in the decision making of program development. The definition of micro-simulated decision making is: taking a close look at the job that needs to be accomplished throughout the internship exchange program. It is a synthesis of all the components and functions of the exchange program.

Utilization of telephones provided by Pacific Northwest Bell Telephone Company, Public Relations Division, was made in order to make problem-solving situations more relevant and realistic. They also created greater communications between participants and project director. It created situations whereby participants were able to listen and think about decisions.

Video-tape recordings of the decisions made enabled participants to self-appraise their work. It created an atmosphere by which all the possible alternatives to situations could be analyzed. A complete inspection of the job to be done was accomplished by the utilization of this equipment.

The basic process used through this method was as follows:

The project director broke the group up into groups of three to five members. Each group was provided a telephone and speaker so that all members could listen to the problem being called in by the project director. A typical problem requiring a decision would be as follows: "Good morning, this is Mr. Breslin, Director of Professional Services, Coordinating Council for Occupational Education. I would like to have you prepare a list of program goals and objectives that you anticipate carrying out through your EPDA program in the Internship Exchange Program. The U.S.O.E. would like to have this next week and I will appreciate your getting this to me in person so that we can discuss your decisions. Could we meet tomorrow at 8:30 a.m. to go over your plans? Please feel free to call me if you have any questions. Goodby."

Each group had a recorder each day to write down the situations and to write up a report of discussion proceedings. One or two members of the group were put in charge of conducting the appointment interview.

During the interview, the video-tape recorder was put into action and each interview was recorded.

Upon completion of the interview, the video-tape was played back immediately and decisions were fully discussed by the total group. Written reports were turned in by recorders.

A capsule of some of the decisions made by decision making units:

How the teacher will be utilized in business/industry

The criterion to be considered is - what the teacher should expect to gain from this program.

Look at the overall operation, from janitor to the chief executive.

Will act as a shadow; will not operate a machine or make a decision. Will ask "How does the machine operate?" and "Why did you decide this way?" Do what the businessman wants in order to be as productive as possible and not disruptive.

Learn as much as possible with all aspects of the business.

A general outline of EPDA teaching methods, including objectives, and a general outline of course content and procedures.

To train students with special needs to make them more acceptable to society, and for employment by business and industry.

To assist the trained students in obtaining entry level employment.

To raise the self-esteem of the individual by training him to recognize, utilize, and develop his abilities and potential.

To develop and evaluate a continuing work history experience in order to improve the existing training program.

To recognize and adjust to the needs of business and industry for a better trained job applicant.

To encourage the potential chronically unemployed individual to be self-supporting and productive.

Identifying and classifying the disadvantaged for the purpose of this program.

The first, and possibly best, source and method of identifying the disadvantaged student is to review the guidelines which we have discussed with the counseling office of the college, and ask that they direct 10 or more students whom they feel are qualified, to the program. These could be either entering freshmen or returning students, who have indicated problems of a nature that represent special needs of various kinds.

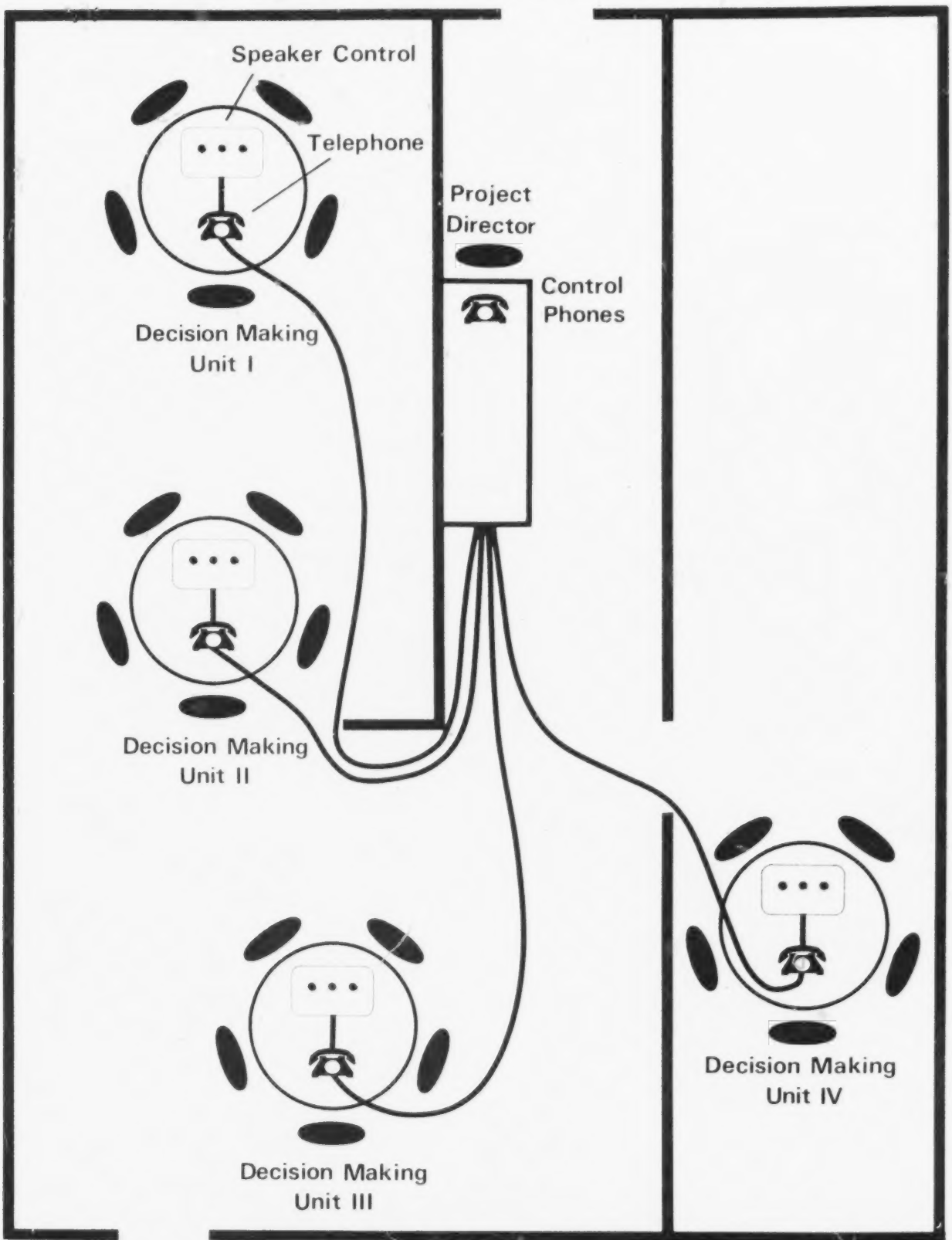
Secondly, the same process could be used with the high school counsellors in the college district.

Thirdly, we can work with various local agencies such as the CAC and the welfare department.

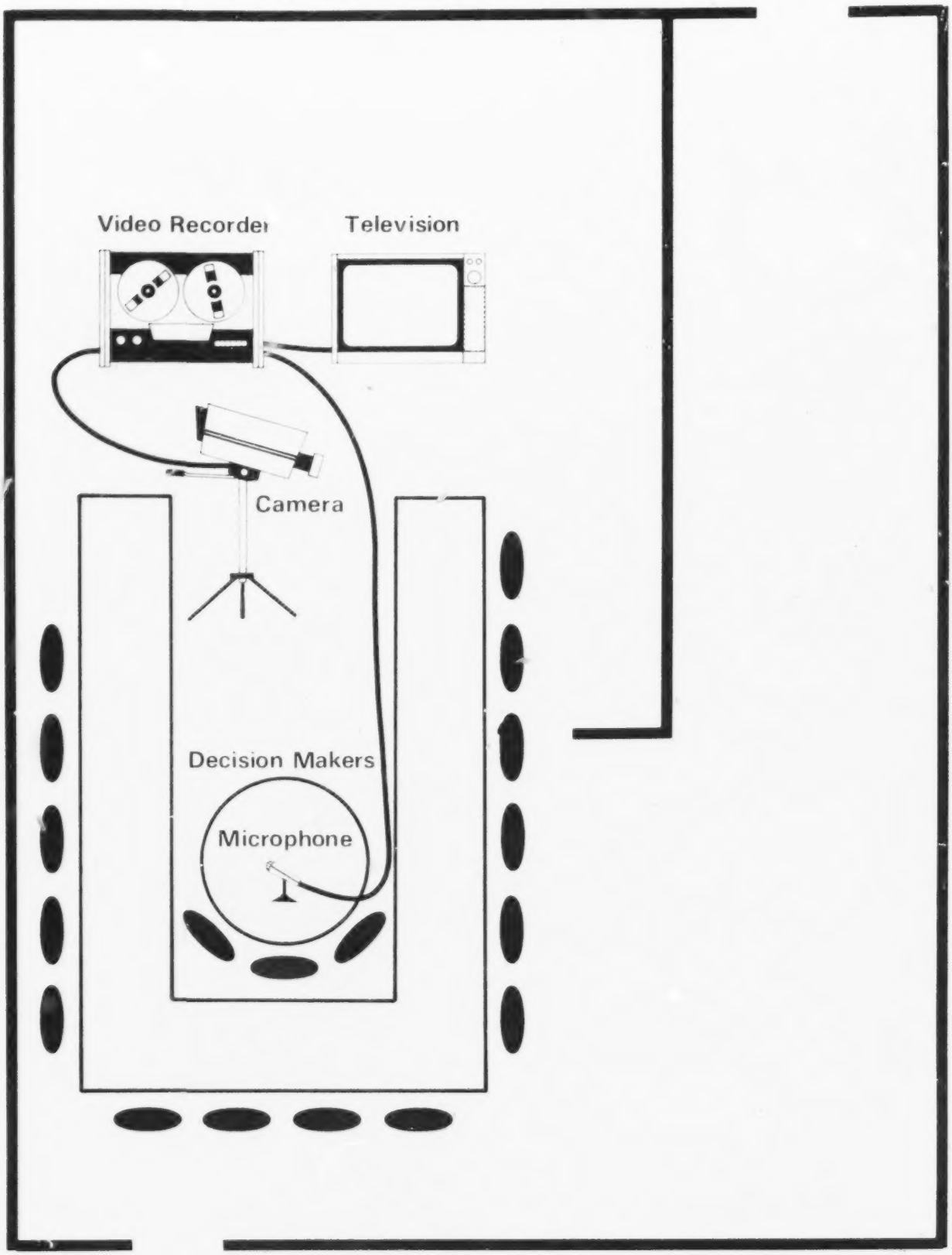
It is important that the students not be aware of the fact that they have been classified as "disadvantaged." This problem has varied implications. Use of the CAC and welfare department as a source will make it quite difficult to avoid the realization.

Publicity about the program should be carefully planned and screened to avoid this problem, also. This can be done by emphasizing that it is a pilot program exploring a new type of relationship between industry and education, without any reference to the disadvantaged.

Model for Micro Simulated Decision Making



Decision Analysis Model for VTR



The composition of the group should have as wide a range of abilities as possible, running all the way from the high-risk student through and including some students who are not considered disadvantaged. In this manner we will avoid the problems of an identified "disadvantaged" program, and at the same time benefit from the fact that the better students will assist and encourage the ones with problems.

The characteristics of the students selected will vary from school to school, and it is not feasible to attempt to lay down anything more than broad guidelines for their selection.

Goals and objectives we wish to achieve.

Business or industry and education to try and find a better way to tell the story of work to students.

Prepare students for entry into a career ladder.

Explain the self-respect and fulfillment by achieving independence.

Open doors to employment.

work on attitudes and motivation.

Discuss what jobs are available.

How to get a job.

How to hold a job.

What education means in the world of work.

How does one advance in a career?

Motivation of students to become productive members of society.

Why should we have capitalism? mass production? mass advertisement? mass consumption? profit?

How does one raise his standard of living?

Work can be fun, perhaps should be fun.

What does man want out of work? (money, interesting activity, social position, recreation, belonging, self-realization)

What has the establishment to do with work?

How will you use the business representative in the exchange program?

He will act as a resource coordinator for the program. Because of his contacts with the business community he can provide individuals rich in real world experiences. In this capacity he will do two basic tasks:

Contact the prospective resource person.

Apprise the resource person of what he is expected to do.

He will act as coordinator of the training stations.

He will act as a personal counselor to the students.

Co-instructor: With his experience in real world situations he will be valuable in several specific training areas:

Human relations

Personal development

Social and business graces

Motivation

Responsibility

He will act as liaison between the student and community leadership, i.e., Chamber of Commerce, Lions Club, Kiwanis.

Performance and appraisal evaluation.

Situation: Report of a disadvantaged student being underpaid by an employer when the student is performing a work function as part of his training.

Facts:

Violation of union contract as reported by telephone call.

Violation of Federal Wage and Hour Regulation.

Student placed in business as a result of an agreement between employer and coordinator.

No agreement was made between coordinator and employer as to rate of pay D.A. was to receive.

Employer sole determinant as to wages to be paid.

D.A. student not told what rate of pay to expect.

Possible fine assessed the grocer as a result of the underpayment.

College not subject to penalty.

Recommendation: I suggest that the coordinator-instructor approach the employer with a concept of concern that the repercussions to the employer once the violation was detected by the authorities are serious and immediate adjustments be put into process.

The coordinator should attempt to remind the employer that we (the school) are concerned with the effects of such a penalty on him, his business, the student, and our school reputation.

Coordinator should suggest that to be fair to all three concerned: the employer, student, and school; the coordinator should take his D.A. student out of the employment situation so that the school is not contributing to the violation.

Further explanation to the employer is necessary showing him that we, as coordinator-instructors have an obligation to the student both in regards to educational values and moral values. We have a responsibility, as well as the employer, to treat the student fairly.

In the event the employer does not want to adjust the wage situation it is the obligation of the coordinator to take this student out of the work situation and not allow the employer to participate.

Phase Two: Program Implementation

The project director visited each center at least once during the individual program operation. The purpose of the visitations was to correct or advise participants on problems that might arise. This also provided feedback for program review and evaluation.

Phase Three: Program Review and Evaluation

During the month of May the ten centers met to review and evaluate the individual and total program effectiveness. Evaluation criteria included:

I. Meeting needs of students

II. Job placement

III. Student turnover

IV. Value to teacher-coordinator

V. Value to business/industrial leaders

VI. Cost effectiveness

Summary of Formal Plan. This project provided an opportunity for vocational teacher-coordinators and representatives of business/industry and professional public services to exchange responsibilities for specified periods of time. Teachers were able to up-date their skills and knowledge by actual participation

in the activities of the business or industrial world for which they prepare students. Representatives of business and industry became more aware of the needs and problems of the schools. Greater awareness of each other's situation provided for more relevant vocational education through this cooperative effort.

This project was conducted through Eastern Washington State College. The actual exchanges between business and the schools, however, were determined by the response from educators, response from business, industrial or public services, the economic, cultural, and ethnic make-up of the community.

Representatives from business/industrial, public services and the vocational teacher-coordinators team taught the related class, including youth with special needs. In the afternoons the exchange teacher and the vocational teacher-coordinator worked as a team in the represented business or industry. Such arrangements were of value to all participants in developing understanding and awareness of each other's goals and needs.

A five-day orientation period preceded the ninety-hour exchange, and a three-day summary and evaluation session followed. Both teachers and representatives of business and industry attended the pre and post-sessions.

The project involved ten vocational teacher-coordinators and ten business/industrial or public service representatives selected so as to provide across-the-board fields. Ten centers of approximately fifteen to twenty-five pupils were selected from as many schools.

Students in the classes were placed in a cooperative work experience situation.

The following are the specific steps and timetable in accomplishing objectives:

Prior to August 1, 1971 - Identification of ten two-person teams

During August 22-26 - A five-day orientation institute to:

Identify characteristics of students to be in the cooperative class

Identify specific appeals of these students

Identify material to be covered in related class

Identify activities to be carried out in class

Between September 1 and October 15:

Two meetings by each two-member team to polish lesson plans and activities

Each team develops enough training stations to assure placement of the cooperative students

Between October 15 and December 1:

Thirty hours of pre-employment instruction

Placement of students in training stations

Thirty hours in industry or business by vocational teacher-coordinator

Between December 1 and May 15:

Sixty hours of vocational instruction

Coordination of student job and class activities

Sixty hours of instruction by business/industrial representative

Between May 15 and June 30:

Three-day review and evaluation meeting of all participants

Teaching and Field or Industrial Experience

This project utilizes the concept of internship to the optimum. It attempts to include across the board vocational education and install the concept of total involvement in the accomplishment of program objectives.

Institutional and Systematic Change

The internship concept is being worked into the teacher-education program. Participants were granted graduate college credit for their involvement in the project. A more relevant teacher-education program is being established.

Participants

The selection of participants was accomplished by the utilization of a selection-advisory committee which consists of a five-member committee. Participants were certified teacher-coordinators and selected business/industrial representatives. The project director was the major staff participant.

Dissemination of Results

Dissemination consisted of:

Brochures

New reports

A final written report to: Washington State Coordinating Council and ERIC

Budget

The budget was prepared on the basis of past experience with the 1970 project.

Evaluation

There was a follow-up evaluation for the two years in which this project has been carried on. Evaluation included the measurement of long-range effects of EPDA investment.

Summary

This project presents some unique innovations which are designed to get complete involvement among all parties concerned with vocational development

of youth. Youth with special needs, business/industry, public services, teacher-education, teacher-coordinators and State Vocational Services are all included in the program planning and development.

The needs pertaining to several elements of vocational education were met through this project. The project was practical and realistic, and the objectives were attainable. This project requires a great deal of effort on the part of all parties involved and insures the attainment of meeting the many needs and functions of vocational education.

EPDA EVALUATION

The Professional Internship Exchange Program in Vocational Education

Instructor's Name:	Business Representative's Name:
John M. Mark	Les Altman
Position:	Position:
Co-op Ed. Coordinator	Circulation Manager
School or Community College:	Business Firm:
Evergreen High School	White Center Publishing Co.
Address:	Address:
21011-4th Pl. S., Seattle, Wash.	11005-12th SW, Seattle, Wash.

Performance Objectives:

to accept students from the Drug Program who volunteer to become a part of the EPDA so that they may acquire the basic attitudes, responsibility, habits, etc. necessary to get and hold a job

the business representative to learn the operation of a classroom

the coordinator to become a part of a business and reach a wider portion of the community

Exchange Business Representative's Experience:

I must admit that my attitude toward teachers and the teaching profession prior to my involvement with the EPDA program was one of indifference. Although I have worked with children in groups before, I did not realize the great amount of preparation and teaching skill a teacher must have to get across the message. For me it has been a unique and sometimes disappointing experience. However, I am encouraged by even the small amount of success we have had with our kids. I have decided to continue working with Mr. Mark to help improve and expand the program in our community for next year. I do not envy today's teacher but I certainly have more respect.

Exchange Teacher's Experience:

As one drives by the building that has a sign reading "White Center Publishing Co." a person would get the impression that nothing much is involved. Nothing could be further from the truth. They also own and operate the Federal Way News and Des Moines News and Address-O-Mail, Inc. They are affiliated with the Highline Times and Rotary Offset Publishing Co. It was indeed a pleasure to be welcomed into the organization and many thanks to Editor Jim Lang.

In the matter of learning to assume responsibility, gaining knowledge and attitudes necessary for successful job performance, acquire good work habits, getting along with fellow workers and employers and matters such as these in the world of work there is nothing that you can really use, as these things, to a large extent probably come from the students total environment. We attempted to teach them by examples, role playing and general discussions during group and individual conferences.

With the second group of students we also spent considerable time in career selection, information about area vocational schools and field trips to vocational schools. A unit on payroll to show how deductions for income tax and social security are determined, income tax preparation, insurance of all kinds, banks and bank services, installment buying, contracts and consumer protection laws and services available through the offices of the State Attorney General.

We have used the vocational register concept to acquaint the students with firsthand knowledge of an occupation.

Contributions Towards Future Development:

It certainly would appear that as a result of the relationship established this year we have a better understanding of each other's problems. We plan to continue our contacts in the future. Each of us, including the students, have a better idea how each may operate for the betterment of the community and vocational education.

Our efforts to help the students on drugs was not a gratifying experience; more assistance from counselling and psychologist is needed in order to reach these students.

EPDA EVALUATION

The Professional Internship Exchange Program in Vocational Education

Instructor's Name:	Business Representative's Name:
William H. Denman	Pat Shafer (Rick Overbeck, Alternate)
Position:	Position:
Diversified Occupations Coordinator	Personnel Rep. (Employment Manager)
School or Community College:	Business Firm:
Castle Rock High School	Weyerhaeuser Company
Address:	Address:
Castle Rock, Washington	Longview, Washington

Performance Objectives:

Provide the students with the information and experience to:

select a career or career area

compete for employment

succeed on the job

live knowledgeably as a consumer

With the above objectives in mind, the Exchange Program goals are to:

provide the Vocational Education Coordinator with the knowledge of the world of work which will make him an effective liaison to the student

provide the world of work (business, industry, etc.) with the "state of the art" as it relates to the qualifications of the student entering the world of work

provide the school with the guidance in planning the educational structure to meet the business world requirements. This will include applicable work experience in the community.

Exchange Business Representative's Experience:

As a result of some of the exposures provided us through this program, we are now involved in a formal on-going program of "school relations." This program has our local manager's support and the results of our activities are reported to our corporate headquarters. Some of the activities that are regularly recurring are: on campus seminars in industrial policies, employment interviewing and practices; career opportunities (slides plus verbal explanations);

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plant tours; involvement in advisory committees in office occupations and vocational education; and vocational registers.

Beyond a civic obligation to the community, we also feel that obviously we have a vested interest in these types of activities since we are talking to our potential labor force.

Exchange Teacher's Experience:

It has been my pleasure to become involved in the EPDA program in liaison with the Weyerhaeuser Company. The Internship Exchange Program has served to update my almost nineteen years in industry. In particular, this has acquainted me with the forest harvesting industry as it relates to employment outlook, positions available, position descriptions, union requirements, product lines and the many related items. Involvement in the program has also introduced me to business and civic leaders in the community. This total involvement has provided the students of Castle Rock High School with informed liaison with the business community.

Student Characteristics:

The Cooperative Diversified Occupations Program was inaugurated mid-year with 31 students enrolled. Of those involved, they fall into these categories:

1 Minority (American Indian)
1 Economically Disadvantaged
1 Scholastically Disadvantaged
3 Honor Students
25 Average (economically and scholastically)

Motivation and enthusiasm spectrums were well covered as was that of intelligence. Though only three were Honor Society, a total of seven could be considered of above average intelligence. Three came to my attention as being from a home of only one parent. The class was the first to graduate under the "open" concept and the majority have experienced difficulty in assimilating and directing their freedom.

Instructional Characteristics:

The advisory committee was presented plans for the first Diversified Occupations Class at Castle Rock. The committee, composed of business, political and student leaders of the community, accepted the philosophy and operational plans for the class following a lengthy discussion. The philosophy centered around the use of community resource personnel to provide the student with world of work data on which he could base a decision for his future. Time from school would be made available for him to explore his career goals through competing for employment and working in the community. Assistance in obtaining the competitive edge would be provided as much as possible from school facilities. Also, assistance in entering the work community would be provided as possible. The operational plans centered around a core of Learning Activity Packages (LAPs). These were designed to provide a base of learning in support of the expertise given to the students through presentations by resource personnel. The students were encouraged to use the first few LAPs to develop the skills in applying for employment. These skills did provide the self-confidence and initiative for most students to initially obtain employment or improve their employment.

Contributions Towards Future Development:

Certainly the Diversified Occupations Program at Castle Rock was successful as related to the student's capability to better compete for positions and to the work experience he received. It was apparent that incentives were not sufficiently in strength to obtain the complete success we sought. It appears that because of the mid-semester start of the program, students were not in need of credits the class provided and/or the class was not required for graduation. This reduced the incentive to complete the LAPs that form the core of the learning program. Most of the resource speakers were of interest. However, comments indicated some speakers could have used the Principles of Instruction in their presentations. This becomes a problem in not always knowing how the guest speaker will handle his subject. The next year the program will officially embrace the school store with time scheduled for store management. More important, a D.O. Club will be formed as a vehicle for leadership, management and competitive activities. The students will be called upon to plan and implement some of their own learning activities.

EPDA EVALUATION

The Professional Internship Exchange Program in Vocational Education

Instructor's Name:	Business Representative's Name:
Merle Pierce	Mr. & Mrs. James C. Hinricks
Position:	Position:
Diversified Occupation Coordinator	Owners & Managers
School or Community College:	Business Firm:
East Valley High School	Country Store Clothing, Inc.
Address:	Address:
Rt. 1, Yakima, Wash. 98901	2525 Old Town Rd., Union Gap, Wash.

Performance Objectives:

To train students in attitudes necessary for the world of work.

To assist these students in obtaining employment.

To improve the employability and the future potential of these students by continuing instruction aimed at changing their attitudes toward business and society, improving their job situations and encouraging them to get a useful education.

To bring businessmen onto the campus, and get them involved in assisting education.

To get the instructor involved with the business community.

Exchange Business Representative's Experience:

Mr. and Mrs. Hinricks are owners and operators of five businesses in Toppenish, Sunnyside and Yakima areas. Their classroom participation has been to provide two speakers a week from the business community. These ladies and gentlemen are from varied professions and occupations in Yakima County, and have given the students an idea of what employers are looking for--what education and characteristics are needed for specific jobs.

Exchange Teacher's Experience:

Perhaps the greatest experience was to put in my hours in the classroom just as the students on the work program do; then to go to my job in industry and put in a shift working. This really made me aware of what our students are doing in a day and made me realize how adaptable they are. These students are learning many things that are not testable or evaluated in the classroom. It also made me aware of the basic needs of industry as far as labor is concerned. Also, the fact that labor needs to be educated as to the responsibility of management for labor's needs.

Student Characteristics:

Since this was to be a pilot program to institute vocacional occupational education at East Valley, interested students of all academic and economic levels were accepted into the program. The acceptance of this program by students, faculty, and the administration was more probable if a cross section of the student body was involved than if it were only for the disadvantaged. The following is a matrix of the 30 students enrolled in the program.

8 economically disadvantaged
10 scholastically disadvantaged
6 average (economically and scholastically)
6 honor students

Two students are of Mexican-American background but are included in the economically disadvantaged group.

Instructional Characteristics:

Specific course content is based on the use of the two texts: Succeeding in the World of Work, Kimbrell and Vineyard and Occupations and Careers, Fiengold and Severdolff; and The Job Attitude series of film strips by Guidance and Associates. This material is used in the classroom on Monday, Wednesday, and Friday to assist the students to accomplish the following:

To keep an accurate time sheet of daily hours worked, average wage per hours worked, average wage per hour and the total gross and net wage earned in a month, and to be knowledgable about check withholdings;

To prepare a resume;

To write a proper letter of application to a specific firm for a job;

To prepare a learning package about a career of his choice;

To complete a research project in the area of work, leisure and recreational opportunities in the Yakima region.

Tuesdays and Thursdays each week are reserved for speakers from the business and industrial community in the Yakima area. This is a very valuable experience as it seems to accomplish in some degree the following:

To let the student realize that adults are interested and concerned about young adult problems,

To inform students of opportunities and types of vocations open to them,

To make the student aware of the expectations of the employer and the responsibilities of the employee.

Contributions Towards Future Development:

The EPDA program, used as a pilot program, was a success as it was used to institute a Vocational Occupational Course--Diversified Occupations-- and enlarged to include approximately 35 students. Diversified Occupations will now be a part of the regular curriculum at East Valley High School.

Involvement of a greater number of students tends to limit the time the teacher-coordinator has for the individual student. The inability to maintain an ideal near one-to-one relationship between coordinator and student is a great loss for this type of program.

EPDA EVALUATION

The Professional Internship Exchange Program in Vocational Education

Instructor's Name:	Business Representatives' Names:
Sue Finrow	John Berilla & Larry Johannes
Position:	Position:
Voc. Home and Family Life Instructor	Ass't Personnel, Grays Harbor Div. & Contract Logging Foreman, Timber Div.
School or Community College:	Business Firm:
Wishkah Valley School	ITT Rayonier, Inc.
Address:	Address:
Aberdeen, Washington	Hoquiam, Washington

Performance Objectives:

to provide the vocational instructor with an in-depth understanding of the goals, programs, and requirements of industry, and firsthand experience in business

to involve businessmen in the school and with students so that they may gain a better understanding of the needs and problems of the schools in preparing the students for work

to prepare the students to actually find job openings by introducing them to job opportunities within the community; and to make them aware of application and interviewing procedures as well as what an employer expects of the employee.

These objectives are essentially as stated in the beginning of the project. One student objective as stated was to give the students actual work experience. Other objectives were met but this one was modified to provide work experience, if possible, and to assist the students to find summer jobs in May.

Exchange Business Representative's Experience:

To be involved with a group of young people on a classroom level makes one aware of student attitudes towards the business and industrial community. We of industry have been very lax in not updating our thinking on some of the unique problems young people are growing up with. I found knowing and talking about some of the pressures will help me deal more objectively with some of our younger employees.

All of the representatives from business and industry that spoke or hosted tours for the group have also benefited from this program. Any joint venture of industry, education, and youth must continue.

Exchange Teacher's Experience:

My experience in the business world was comprised of becoming acquainted with the organization, management, and operations of ITT Rayonier, Inc. Working under the Director of Training, my project was to evaluate the new employee orientation provided by the several divisions of the company. This involved study of company policy and management manuals, developing a questionnaire, and interviewing personnel managers, department heads, and supervisors to discover at what level the new employee receives necessary information. This was done with the goal of revising orientation programs, if need be, to improve them.

In the process of carrying out this project I became aware of management problems and interested in the parallels between running a school and a business and in education and training methods used in both. Tours of the woods operations, the pulp mill, the paper mill, central offices, and the research division gave me an excellent insight into the wood products industry and the many opportunities available here. This knowledge is helpful in counseling students and also brings out the point that vocational training in high school must include personal counseling, for attitudes are as important as abilities and skills.

Student Characteristics:

We started the program with fourteen students, four girls and ten boys. Of these one dropped out to join the Army, one left school to return to his family in Alaska, and one dropped the program when he obtained a job at a service station. Two males are married, each with a small child, which limits opportunities for higher education. All the males are immature except the two who are married. Academically the students range from the salutatorian to the lowest in the senior class. Only two of the final eleven had any real prior work experience. All are unable to communicate readily outside of the peer group. Because of the rural setting these students are disadvantaged by social isolation. They are also characterized by low aspiration level and ability to think about the future. Except for two girls, the group shows complete lack of motivation to follow any specific job.

Instructional Characteristics:

Following a seminar format, the program periods of two hours each were used for group discussion of employment possibilities, attitudes, grooming, application requirements, and personal data sheets. Resource speakers were brought in to discuss various fields of interest, and four employer representatives held mock interviews. Job attitudes were emphasized through films. Tours of area businesses and industries provided another chance to become acquainted with job opportunities, as did the assignment to talk to five different people about their vocational goals and experiences. Each student was also asked to go for at least one job interview on his own and report the results.

Contribution Towards Future Development:

Because this is the first program of this type at Wishkah, there were no guidelines and previous experiences to build on. We made many mistakes, but also had some successes. The students and administration look forward to

continuing a similar program next year. Considering the type of student we are dealing with, more individual counseling is needed. Vocational materials and tests were late in arriving and would be very helpful at the beginning of the program rather than at the end. On-the-job training, or at least an observer program when actual work is prohibited, should be an integral part of the program. Separate activities for the boys and girls might eliminate some of the problems we encountered in behavior and interest level. The instructor and businessman working together is an important aspect of the program. By involving people who are higher on the corporate ladder, more time would be allowed for this, thereby guaranteeing future success.

EPDA EVALUATION

The Professional Internship Exchange Program in Vocational Education

Instructor's Name:	Business Representative's Name:
Marie Snyder	Robert Peckner
Position:	Position:
Vocational Education Director-Teacher	Fertilizer Distributor
School or Community College:	Business Firm:
Kahlotus School #56	Harder Farm Chemicals
Address:	Address:
Kahlotus, Washington 99335	Kahlotus, Washington 99335

Performance Objectives:

At the beginning of the project, we formulated some objectives that we wanted our students to be able to comprehend and/or perform at the end of our teaching-training session as well as certain performance activities to be accomplished by the business representative and the cooperating teacher. The objectives included the following:

greater awareness of the occupational opportunities in various related industries to the project

acquire work experience to allow more realistic interests towards the particular occupation

to expose the local vocational teacher to the philosophy and aspects to the designated industry of the business instructor

to provide the business instructor with a better understanding of the needs of education

to improve the employability and the future potential of the students involved

to combine the talents of the related industry and education to provide a learning environment for the students.

Exchange Business Representative's Experience:

I was chosen to take part in this program due to having graduated from a university with an agricultural major and because I was a local distributor for the fertilizer company; also, I work with youth as an area 4-H leader. A significant experience from this exchange was in learning some problems of the educational system in handling of students with all various levels of academic ability. The rewarding part of this experience was gaining an insight into the student's thinking of how the business world is and being able to promote practical experience on-the-job training. It was a most fascinating experience

to see the development of the attitudinal changes in the students toward labor and industry related to our project.

Exchange Teacher's Experience:

As the participating teacher I have seen theory teaching become practical realistic experience for students; creating meaningful experiences in which they learn skills, respect, and responsibility. Respect was gained by the participating students from their local peer groups due to the students' involvement in the world of work.

The EPDA, a professional internship exchange program, has been very interesting and a fascinating experience for me. It was a rewarding experience to participate with the students on field trips and learn the proper procedures in soil sampling and related areas. It was an interesting and informative learning experience to help research and develop an acceptable philosophy for this local business. It has been an excellent opportunity to work directly with students and a business executive and see a certain respect emerge for the world of work from each participating student. I would be most pleased as the vocational director for this school, to have a program such as EPDA become an integral part of the school curriculum.

Student Characteristics:

Since this was a pilot program for our school and due to our small enrollment, students of all academic levels were accepted on a volunteer basis. The students in this locale are disadvantaged culturally; they lack the opportunity of contact with metropolitan businesses. Their need for contact with a business representative for actual practical theory and experience was most apparent. None of the students is a member of a minority race since our Mexican-American students do not arrive in our district until late spring.

The entire class was pre-tested by using a self-designed test that previewed the information that we desired to disseminate. Not one student scored with a "passing" score. At the end of the course the same test was given with only one student not qualifying with an excellent grade.

Instructional Characteristics:

A unique aspect of the program was that the vocational coordinator did not teach any of the classes. The business representative planned each class session which included excellent lectures, handouts with documented information, field trips to related area manufacturing industries, and field trips for practical application of class theory instruction. The business instructor was a very innovative teacher and he carried his teaching ability on to the business for on-the-job training experience for each student. In this area, the classroom instruction was put to practical use.

Contributions Towards Future Development:

The EPDA program, used as a pilot program, was a success to the extent it encouraged the students to participate in the new voc-ag classes being offered in the curriculum this year. The information disseminated by the business representative was most current and factual relating to the enrollees since most of these students were from local farm families. The program encouraged a

greater interest and awareness by the students of industry, business and customer relationships. There was a carry-over of knowledge and experience that the students were able to relate to their own family-farm operation that was most valuable for the present and future. Both the school and community would welcome this program as a permanent part of the curriculum since it has had such an excellent impact on the awareness and attitudes of the students involved.

EPDA EVALUATION

The Professional Internship Exchange Program in Vocational Education

Instructor's Name:

John W. Holmes

School or Community College:

Intermediate School Dist. #114

Address:

Port Townsend, Washington

Business Representative's Name:

Dwight Hopper

Business Firm:

Sprouse Reitz

Address:

Port Townsend, Washington

Performance Objectives:

teach to apply for job

job skill acquisition

positive attitudes toward employment

positive attitude of responsibility

selection of career field

student exposure to different occupations

Exchange Business Representative's Experience:

The principal thing obtained has been getting to know the students better, learning to know them as individuals and getting away from the stereotyped view of "teenagers." This change has resulted in being better able to work with young people particularly as an employer.

Much greater appreciation is now realized for the problems that occur in the classroom; discipline problems, curriculum relevant and of interest to all students, and a realization of how businessmen can constructively contribute to students' learning activities both in the classroom and on the job. Many students are naive to business procedures and methods.

It was extremely rewarding to see many positive changes occur in several students during the course of the year. Of most importance was learning that most students really try when given an opportunity and when a task is relevant to them.

Teaching is viewed differently; it isn't easy and more people should be given or take the opportunity to sit in a classroom as a teacher for several weeks.

Exchange Teacher's Experience:

Being employed as a "manager-trainee" required being exposed to every aspect of the retail business: Checker, inventory, receiving merchandise and checking against invoices, reporting to the central office, ordering and putting out merchandise for sale.

The organization of the store consists of the manager, responsible for all inventory, financial and employment responsibilities; a manager-trainee, and clerks. The trainee is to learn the job of manager, clerks to wait on customers and assist the manager with various assigned departments in the store in terms of display and ordering. Beyond the limits of a store is a district manager to whom local store managers are responsible.

While the manager has a good deal of autonomy he operates within certain guides established by the central office in terms of accepted suppliers, price guides, and merchandise carried.

In addition to duties within his own store, a manager is responsible for helping to lay out new stores established in his district and attend training sessions and seminars.

Managers may accept a change of store, although not required to do so. They may also be discharged if not satisfactory. A store manager's next step up would be assignment as a district manager.

The preceding is a brief summary outline of the variety and diversity of a store manager's responsibilities. Two central themes may be seen; a manager's ability in the area of interpersonal relations and his knowledge and use of business information.

Student Characteristics:

There were nine students, six from Port Townsend High School and three from Chimacum High School, identified as being disadvantaged in terms of low income, broken homes, married and in school, and poor attitude and behavior compounded by low academic incentive. The program consisted of four girls and five boys.

Sharleen - obtained employment with a motel as a maid. Duties were to clean guest rooms, make beds, and lay out fresh linen. Prior to leaving Port Townsend to return to Olympia to live, Sharleen was developing job competencies enabling her to perform such duties as were assigned and identify and complete other tasks without instructions. Social competencies were also developing as demonstrated by an increasing ability to converse with guests (strangers) and Sharleen was to begin working the desk, registering guests and operating the switchboard.

Pam - is employed with a grocery store where her duties and training involve meat wrapping, some cutting, and checking. The employer's evaluations indicate an increasing ability to communicate with customers, who comment on Pam's friendly and helpful behavior, and to learn quickly as a result of her sincere interest and effort to learn

Jeff - initiated own janitor service business and will submit a bid on janitorial services for a federal building. Jeff has a great potential but continues, at least in the classroom, to exhibit generalized hostility.

John - is working in home construction and does well as long as he can work alone. John's behavior is surly and indicates a lack of self-confidence despite evidenced ability.

Dan - was employed by a dairy farm whose reports indicate a lack of dependability in terms of attendance but real competent acquisition in terms of job skills. The undesirable characteristics are assumed to have been learned, and continue to be supported, from his family, in fact by both his own and his wife's families. Dan is pleasant, sincerely believes he is justified in his actions, and will probably not change. Dan left school in December, 1971, and is seeking employment.

Wanda - initially was living with her boy friend and made no real effort to obtain a job. After marrying the boy in December, 1971, she appeared intent on finding employment. Wanda is capable of presenting an attractive appearance but does not.

Larry - is employed by a maker of shake roofing. Larry tries hard and does a good job but has a preoccupation with money, which at times he seems impatient to obtain. Larry is dependable and willing and is learning to realize that added skills and proficiency precede added income.

Steve - Steve's parents have been divorced for the past three years. A low income family with four children resulted in Steve becoming economically self-supporting. Prior to entering the program Steve was pumping gas; his present job is in a retail grocery store learning checking.

Bonnie - got married in her junior year and there was a strong possibility Bonnie would not return to school as both she and her husband had to work. This past semester Bonnie did receive her high school diploma and may continue her education. Bonnie is a very bright student, having been on the honor roll several times including her senior year.

Instructional Characteristics:

These students were part of a group of forty-three in a Diversified Occupations program at the Chimacum and Port Townsend High Schools. Except for the instructors knowing of their backgrounds and making allowances for some occasional untoward behavior, no distinctions were made in the classroom. Each student was to obtain his own job, participate in the class, and maintain good attendance. Sharleen was the only student whose job interview was arranged but she attended it and obtained the job on her own.

A common characteristic of the students was generally poor social relationships as indicated by shyness, hostility, or unfounded social criticisms. Basically, self-confidence, critical thinking as required for completion of assigned independent study activities, and personal relationships were stressed.

The benefits realized by students are surmised to be positive and beneficial but evidence of this requires follow-up studies to be conducted over the next five years.

Contributions Towards Future Development:

The problems currently faced by business are not fully appreciated until actual contact is made with them. This is equally true of education. Having experienced both, all who participated in the program as instructors can at least appreciate these problems and, hopefully, communicate them to students who should be thereby better enabled to cope with them and equipped to effectively handle them.

Although it may not be possible to maintain the program as it now operates, the concept of the exchange program will be continued by the teacher listening more carefully to businessmen and continued utilization of their expertise in the classroom.

EPDA EVALUATION

The Professional Internship Exchange Program in Vocational Education

Instructor's Name:	Business Representative's Name:
John R. Fields	Harold Henderson, Jr.
Position:	Position:
Distributive Education Coordinator	Divisional Sales Manager
School or Community College:	Business Firm:
Lakes High School	Bon Marche Store
Address:	Address:
Clover Park School Dist. #400 Tacoma, Washington	Tacoma Mall, Tacoma, Washington.

Performance Objectives:

There are three general objectives that the instructors desire to work towards with a select group of disadvantaged students. These objectives are the following:

The instructors will establish a personal relationship with each of the students in such a way that all the students will state during a group discussion that they feel a relationship exists between themselves and the instructors by the end of the program.

The instructors will work with each student participant toward the goal of placing each student in some type of gainful employment before the end of the program.

Each student will experience achievement in each of the following areas:

one school activity before the end of the program such as classroom work, athletics, student government, volunteer help, or participation in a club, and this will be identified as met when each student openly expresses his personal satisfaction through a group discussion.

his job in such a way that the employer scores the student with a minimum evaluation of 70% on the standard employer rating form for student workers.

Exchange Business Representative's Experience:

The business representative in this project, due to unforeseen conflicts, was unable to complete his commitment of all the stated performance objectives.

However, there was adequate performance by the business representative in the area of providing an excellent teacher exchange experience. The business representative met with the students for a few of the classroom hours and did arrange one field trip to the Bon Marche Distribution Center and an evening outing for dinner with a program of display skills presented by the Bon Marche Display Manager.

Exchange Teacher's Experience:

My opportunity to work on the Budget Floor of the Bon Marche allowed me a prime learning experience in retailing. Since all of my previous marketing has been in wholesaling, the retailing I did for the Bon Marche provided me with concrete applications of many of the skills I have been teaching. For example, I was involved with selling on the floor in various departments, operating the cash register, completing daily business forms, helping to lay out department advertisements, and taking the year-end inventory.

Student Characteristics:

The following criteria was used to select the disadvantaged students for the Lakes High School EPDA Program 1971-72:

from a minority race

transient student

socio-economic background is at or below the poverty level as defined by federal government

has difficulty in succeeding in conventional school setting.

The original group began with eleven students of which one, a black, never participated. Of the remaining ten students, five would be identified as special education students, two as blacks, one as Spanish, one as delinquent, one as a user of drugs, and all but two considered as having had difficulty in succeeding in the conventional school setting.

Instructional Characteristics:

I. Orientation to program and job availability in marketing.
   A. Orientation to program and assessment of group feelings about "Project Happening." Get feedback about student ideas in setting objectives of the program. Be flexible enough to incorporate the student's ideas into the seminar.
   B. Orientation to current marketing jobs that the students could be doing.

II. How to get a job.
   A. Plan out the steps necessary to getting a job.
   B. Have the students accomplish each of the following tasks:
      1. Pick a specific job
      2. Take a self-inventory to discover strengths and weaknesses that can be effectively dealt with in interviewing for a specific job.

3. Prepare a resume and data sheet.
4. Compile a prospective employers list.
5. Interview with employers.
6. Follow up original interviews.

III. Healthy attitude development.
   A. Develop trust relationships within the seminar group
   B. Have each participant's behavior analyzed by the other students in the group.
   C. Have each participant analyze his self-concept.
   D. Develop satisfactory relationships with:
      1. Fellow employees
      2. Supervisors
      3. Customers

Contributions Towards Future Development:

The future of today's disadvantaged student is also the future of our society. Do we want rising welfare rolls? or are we willing to invest now in curbing patterns of failure? I cannot say for certain in what specific way the La'.es EPDA Project salvaged lives. But, I can say for certain that unless we continue working to try helping the disadvantaged student, we can only resolve ourselves to accepting mounting numbers of lost and unproductive lives. In this vein, we have contributed this year at Lakes towards the future development of our people and our society.

EPDA EVALUATION

The Professional Internship Exchange Program in Vocational Education

Instructor's Name:	Business Representative's Name:
Thomas E. Schillar	Gordon T. Stenman
Position:	Position:
D.E. Teacher/Coordinator	Store Manager
School or Community College:	Business Firm:
North Kitsap High School	Poulsbo I.G.A.
Address:	Address:
17631 - 32 W., Alderwood Manor, Wash.	Rt. 2, Box 1, Poulsbo, Wash.

Performance Objectives:

prepare student for entry level job

At the conclusion of the project, all students will be involved in some kind of summer employment.

Students will show some improvement in the post test data.

Exchange Business Representative's Experience:

Developed an awareness of the depth of educational, vocational and social deprivation of some high school age children. Until participating in the project, business representative had dealt with primarily median to high achievement level students, i.e., American Field Service, Miss Poulsbo Contest, etc.

Found it significant that there were attitudinal changes over the time period of the project.

Classroom interaction, including personal interviews with students.

Outside class discussion and feedback with the vocational instructor

I felt that the time factor posed a problem for my partner and me. At first it seemed that there would be enough time to do the project; however, in actuality, it was extremely difficult to spend as much time as I wanted to spend. To this point we are suggesting to the project director that a retired or semi-retired person be utilized as the business representative. This might provide more time for EPDA.

In line with this, I did feel some frustration because of constant conflicts in demands for my personal time.

Prior to meeting with my teacher/partner, my opinion of most teachers' jobs was basically a 9:00 to 4:00 proposition. I was surprised at the complexity of my partner's job and work schedule.

I hope that the project is continued in some form because I believe that there were enough positive attitudinal changes to term it as successful.

As far as receiving remuneration for this project, I do not feel there should be any - with the exception of any expenses for materials and aids used in the class. Also, I feel it proper to pay travel and per diem for post and pre-sessions as is being done.

Exchange Teacher's Experience:

Developed an awareness of the complexity and depth of business representative's career.

Explored a number of previously undiscovered evaluation devices, i.e., Washington State Employment Service Test, Vocational Planning Inventory, etc.

Developed a different format for approaching and dealing with disadvantaged and non-disadvantaged. I would like, in the future, to make the following refinements to the project:

Team partner should be a retired or semi-retired person who can devote as much time as possible to accomplishing the program's goals.

Do a survey of the business partner's business without compensation. I feel that the remuneration should not be based on a time line, i.e., so many hours for so much pay.

I found it extremely valuable to draw in resource people to train my partner and me in interviewing and counseling techniques. I learned things in this area that I will be able to utilize throughout my teaching career.

Student Characteristics:

Group was selected by a team consisting of a high school counselor, an educational specialist dealing in Indian education and a distributive education teacher.

Initial group size was ten. Five girls and five boys. Out of this group one did not attend, one transferred to another school, and the balance stayed with the project.

50% (4) are of Indian extraction

35% (3) are identified as economically disadvantaged

100% (8) identified as educationally disadvantaged

20% (2) are identified as totally illiterate

One student cannot read, write, tell time, and cannot distinguish his left hand from his right.

Poor past success in school - some have been promoted through the grades by some unidentified criterion system.

Lack of direction in determining future job role.

Inaccurate self-image - often overstating capabilities. In some cases the individual saw himself or herself in a career that required skills totally unrelated to their acquired abilities.

Generally the group has a positive self-image.

Instructional Characteristics:

Specific Content

Orientation and interviews
World of work - (why) (where)
Economics - "You and Jobs in Business"
Preparing for job seeking
Self-analysis...What job for me?
Prospecting for a job
Job interview
After the interview
On the job
Personal finance
Budget
Savings
Insurance
Credit, loans, credit cards, loan sharks
Checking accounts
Taxes, social security, etc.

Teaching Methods
Career exploration project
"Why Work" series
Video tapes job interview
Resource people
Field trips, state employment security possibilities
Role playing
One high school credit - 90% rate

Contributions Towards Future Development:

As we suggested before - reorganize the remuneration procedure. We feel that the project could be accomplished just as well with expenses being paid.

Make available a directory of testing materials for future participants

We suggest that a retired or semi-retired business partner be used who might have more time to devote to the project.

Project might be done during the summer so that the teacher would have more time to devote specifically to the students in EPDA.

EPDA EVALUATION

The Professional Internship Exchange Program in Vocational Education

Instructor's Name:	Business Representative's Name:
Wilfred J. Morrish	Jack Montgomery Bud Rinehart
Position:	Position:
Instructor	Owners
School or Community College:	Business Firm:
Peninsula College	The Toggery Inc.
Address:	Address:
Port Angeles, Washington	105 East 1st, Port Angeles, Wash.

Performance Objectives:

to train ten students with special needs to make them more acceptable to society and also meet the needs of retail business firms

to assist the trained students in applying for and obtaining retail employment

to develop and evaluate a continuing work history experience in order to improve present training programs

to initiate true cooperation between the business community and the educational system.

Exchange Business Representative's Experience:

no previous classroom experience before starting this program

limited communication between the Toggery and the College previous to the inception of the EPDA program

many close associations now formed as a result of the program. Students from visitations have been familiarized with all the facets of a retail clothing store and its attending problems.

a continuing close association will be implemented by our participation in the classroom.

Exchange Teacher's Experience:

provided a greater awareness of the total operation of a men's clothing store

learned the many problems of employer, employee relations in a small retail store

able to apply the basic salesmanship principles to actual sales personally accomplished in a store

reinforces classroom discussion by practical contact with management, employee, and customer.

Student Characteristics:

poor readers

poor study habits - resulting in inadequate preparation

poor attendance

a definite inability to communicate because of poor listening

This class consisted of three females and ten males. The ages ran from eighteen to forty. One of the students was being funded by the W.I.N. public assistance program. Three were receiving aid from vocational rehabilitation. The records indicated that there was a broad variance in abilities which have not been utilized. Classroom contact soon indicated a number of common problem areas, poor reading skills, an inability to communicate, to listen, poor study habits due to inadequate preparation. This contributed to a poor work history in most cases.

One student canceled out of program due to auto accident. One quit school to go to work full time, another went into armed services. Five are working part time and continuing in college. The balance are actively participating in the program and will be employable upon completion.

Instructional Characteristics:

seminar basis

detailed discussion on job finding techniques, work applications, and the importance of the initial interview

utilization of inquiry and project method to increase listening and communication skills

heavy accent on the needs of business and the job responsibility of the individual...such as reporting promptly, following instructions exactly

close personal involvement of an individual basis...classroom work and counseling.

to provide an awareness of the rewards available for adequate work habits and responsible performance on the job.

Contributions Towards Future Development:

We anticipate a continuing close connection between the retail business and college involved in this project.

There will be closer connections between the business and the lower school levels.

a greater interest and awareness by business in the materials covered in the classroom at all levels.

an ongoing and expanding cooperative effort to assist students with special needs.

Lawrence, 46 years old, is a student who would like to go into hotel management. He deserves a lot of credit with a four point and will reach his goal.

Rich will never finish school. His attitude is good but he is needed to work for the family. He will make a good employee for any company.

Rose is 21 years old. She is a good speaker and does not lack in intelligence. But she needs to grow up. She would like to be in advertising and personnel work. Rose also needs to improve her personal appearance.

Lester is an asset to the class. He would like to go to school for four years then go into business for himself. He is married and has two children.

David, a retired Coast Guardsman, is 40 years old. He would like to work for a large company and get many benefits. I hope he can finish his four years of schooling.

Genny will never finish school because of too many family problems. She tries hard at school but must improve her attitude on life.

Pete is the best one in the class. He has a good head for business. When he finishes school he would like to go into management training program.

EPDA EVALUATION

The Professional Internship Exchange Program in Vocational Education

Instructor's Name:	Business Representatives' Name:
F. A. Rexus	Tom Walcott & Earl Linge
Position:	Position:
Distributive Education Coord.	Personnel Manager & Manager
School or Community College:	Business Firm:
Kamiakin High School	J.C. Penney Co. & Valu Mart
Address:	Address:
Kennewick, Washington	Kennewick, Washington

Performance Objectives:

to reinforce basic distributive education curriculum by use of the business representatives' experience

to develop a project concerning an in-depth study developing plans for opening a distributive business

Purpose:

to have the student develop more respect for the businessman and his problems

to have the business representative develop the project hopefully keeping it realistic

to develop student outlook on possible careers

Exchange Business Representative's Experience:

As a businessman and a graduate with a degree in Business Education, I am very much aware of the interaction that needs to take place between the world of business and education. In my job as personnel manager, I see the good and bad results of our current educational system. I am thoroughly convinced that this program is necessary for us to keep the underpriviledged and unmotivated student in school and to help prepare this student for a successful and productive career. The ultimate result would be a reduced number of people on our welfare rolls.

Exchange Teacher's Experience:

I worked in the Men's Wear Department as a salesperson.

FRUSTRATING BECAUSE: very little training
treated as an extra burden
was not allowed to participate in as many things as I had anticipated

THIS WAS GOOD BECAUSE: I realized this is probably the way 75% of my students are trained.
I now have more insight to some of the problems my students indicated to me.
I will be more tolerant in the future to some of the complaints I hear from my students.

Student Characteristics:

three girls, twenty-four boys

Fifteen students had missed eleven to thirty-two days of school as juniors; seven missed from twenty-six to thirty-two days.

Twenty students had grade points between 1.0 and 2.0. The rest ranged above and below.

A high percentage had verbal and reading problems.

Most of the students had been severe discipline problems as juniors.

Instructional Characteristics:

role played job interviews

rap sessions concerning job requirements and qualifications

Business representative role played the part of a customer during the salesmanship unit.

a comprehensive study on starting and operating a distributive business

invited in several businessmen as speakers

Contributions Towards Future Development:

development of a Tri-Cities Area Advisory Committee for Distributive Education

acquainted many businessmen through the project with the Distributive Education program

would like to include this in the regular school budget for my program

SUMMARY AND CONCLUSIONS

Gaining involvement between education, business and industry is not an easy task to attain in today's cultural pluralistic society. It goes beyond the typical kinds of programs carried on by education, and it presents complexity to program functions. The inclusion and involvement of business and industry, along with other public agencies such as Employment Security and Community Action Councils, contributes a third dimension to community participation.

If vocational education is to seek true solutions in accomplishing educational goals and objectives, it appears that cooperation and involvement between business, industry, public agencies and education are essential components in program development. This project made strong efforts in attaining these kinds of vocational ends.

The means and vehicles used in meeting the priorities of youth and adults varied from center to center. There were nine secondary high schools and one community college participating in the project. The methods and make-up of students varied from center to center. There were various commonalities among the centers, but in the final analysis each had its own particular uniqueness in program benefits and educational attainments. This is pointed out in the evaluations of programs contained in the previous section of this report.

It is doubtful that this project could have been accomplished without the financial assistance of EPDA. Providing in-service professional personnel development in vocational education is essential for designing innovative teacher education programs. EPDA provides this opportunity and must be continued and expanded in the years ahead.

Over one hundred youths and adults in cooperative programs, along with persons with special needs, were served by conducting this project. Various

personal values and benefits were derived between students, vocational teachers and business-industrial representatives. For all practical purposes, this project made pinpointed efforts in serving cooperative education students, including persons with special needs.

Interaction between vocational education, business and industry created a meaningful professional teacher personnel development program in cooperative education; this seemed to be one of the most enlightened areas of accomplishment. The project provided for opportunities in improving teaching competencies in serving youth with special needs. Both vocational teachers and business-industrial representatives attained a greater appreciation and understanding in developing cooperative programs and serving persons with special needs. Each team experienced unique situations within the internal and external environment of school and community; some of these were favorable and some unfavorable. Gaining cooperation from other agencies was difficult in certain situations.

Problem Areas to be Considered

The following problem areas evolved through conducting this project:

1. In certain centers it was difficult to gain cooperation and involvement with other local and state agencies. Teacher education in vocational education should allocate resources for developing interaction approaches to this problem.

2. There was a high degree of uncertainty in program funding. This caused major problems in program development and implementation. The time factor is of the utmost importance in this kind of endeavor; adequate lead time is essential and this made it difficult in gaining business-industrial support.

3. Some teachers are reluctant to become totally involved in community affairs and working with persons with special needs. But once involved in these activities, the reluctance factor diminishes and many personal values are gained.

4. Developing the necessary teacher education for business and industrial exchange personnel is difficult to identify. The pre-session may not be enough preparation for some individuals. However, this is corrected to a certain degree by having the business-industrial representative team teach with a vocational teacher-coordinator.

5. There needs to be more done in identifying the specific needs of cooperative education students and persons with special needs, particularly the disadvantaged. These students have unique characteristics for vocational programs, and specific instruction or developments need to be directed towards the cognitive, affective or sensory areas of education.

There were specific problems within each geographical center. For example, in two situations the business-industrial representatives were transferred to other parts of the country. In both cases the corporations substituted persons in order to complete the program. The problems which presented themselves were not serious detriments toward the program goals and objectives. These problems are presented so that future involvement might be improved and extended for continued vocational education accomplishments.

Program Accomplishments

Through this project, the following accomplishments seemed to be apparent:

1. Ten selected vocational teachers received professional personnel development through in-service in meeting the needs of cooperative education and persons with special educational problems.

2. Ten business and industrial firms participated both financially and personnelwise in carrying out the program goals and objectives. A total of $3,500 was allocated by firms towards the financing of the program. In some cases, substantial travel and office assistance was also provided.

3. The business and industrial firms, as well as the respective communities, became more aware of the need of serving education and vocational students.

4. There were ninety hours of special instruction provided to more than one hundred persons involved in cooperative education. In some cases there was a high concentration of persons with special needs. This was accomplished by ten centers consisting of cooperative vocational teacher and business-industrial representatives.

5. Vocational education and business-industrial firms, as well as other public agencies, became more involved in working cooperatively in serving vocational educational students.

6. There were several long-range programs developed in regular vocational programs as a result of being involved in this project. Three diversified occupational cooperative programs evolved as an example.

7. An overall awareness for serving persons with special needs resulted in the ten centers.

8. The vocational teaching personnel improved their understanding and appreciation of occupations by being able to gain direct firsthand experience in a business or industrial firm.

9. Greater cooperation between the Washington State Coordinating Council for Occupational Education, U.S.O.E., E.W.S.C. and local centers was attained in meeting project goals and objectives.

10. New methods of vocational teacher personnel development were accomplished through the project by involving them in great depths with community and business environment.

Through this project a foundation was made for ten centers to carry on a program which developed some long-range implications for future growth. The ten vocational teacher coordinators and business-industrial representatives have acquired a greater appreciation and awareness for serving cooperative education and persons with special needs. Attitudinal changes were quite evident in both vocational coordinators and business-industrial personnel.

E.P.D.A. provided the necessary stimulus for this in-depth professional personnel development in cooperative vocational education, and the results have generated some lasting values. Vocational cooperative coordinators, business-industrial leaders, students and project director have gained considerable insight into the ever changing environment of the world of work.

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